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ABSTRACT

This Child Development Associate (CDA) training module, the fifth in a series of 16, focuses on preparing trainees in a bilingual/bicultural preschool teacher training program to help young children to develop social skills. The text of the module deals with: (1) fundamental principles of social development, (2) factors which influence social development, (3) the importance of good social adjustment, (4) cultural differences in social development and (5) the sequence of social development. The module includes a pre-test and a posttest of the trainee's understanding of the material and a social skills checklist for assessing children's social development. This module focuses on the specific behaviors which directly relate to the functional area of social development within CDA Competency 4, which is the ability to organize and sustain the positive functioning of children and adults in a group in a learning environment. (BH)

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HELPING YOUNG CHILDREN DEVELOP SOCIAL SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

Child Development Associate

Pilot Project

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MODULE V

Our Lady of the Lake University of San Antonio

San Antonio, Texas

PS 010531

HELPING YOUNG CHILDREN DEVELOP SOCIAL SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Joyce H. Coleman

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PREFACE

Learning how to interact appropriately with others is a major development task of early childhood. To learn to interact appropriately with others requires time, patience, guidance and appropriate models. Teachers of pre-school children need to create a learning environment which maximizes the child's opportunities to develop appropriate social skills. This cannot be done unless teachers understand how children develop social skills and what factors influence social development.

This module, "Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment," was developed because an understanding of how young children learn to inteact with others in appropriate ways is essential for a pre-school teacher, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation,

reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are.....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An ability to observe specific child behaviors.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE IV.- Organize and Sustain the Positive Functioning of Children and Adults in a Group in a Learning Environment

Functional Area: Social

This module is fifth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

P R E - T E S T

1. Define the term social development.

2. Explain why an understanding of how children develop social skills is important to a teacher.

3. Explain how children develop social skills.

4. Administer the social skills checklist to at least eight children.

5. Explain how you would use the information obtained from the social skills checklist.

G L O S S A R Y

An understanding of the following words will help you to better understand the content of this module.

Antisocial -- people who know what a group expects in terms of social behavior but violate this because of antagonistic attitudes.

Behavioral Flexibility -- being able to change one's behavior easily.

Bicultural -- behaving in ways that are acceptable to two different cultures; being able to interact effectively in two different cultures.

Cognitive Style -- a pattern or way of approaching learning.

Culture -- that which includes knowledge, beliefs, art, morals, law, custom and other habits acquired by an individual as a member of a group or society.

Culturally Democratic Educational Environment -- an educational environment that provides for the learning style of all the children taking into consideration specific cultural characteristics of their learning styles.

Development -- a natural process of growth and change.

Ethnic Group -- a minority group that retains the customs, language, or social views of their culture.

Growth -- physical change such as increasing height.

Human Relational Style -- a style or way of relating to others as persons or individuals.

Incentive-Motivational Style -- a style or way of encouraging incentive; a style or way of motivating another person.

Learning -- something acquired as the result of experience.

Life Style -- a specific pattern or way of living one's life.

Linguistic Group -- a group of individuals who speak a particular language.

Perceptual-Motor -- relating to a skill or task that involves immediate sensory experience and motor action.

Self-Concept -- the way in which one views one's self.

Social Skills -- specific behaviors related to the interaction between individuals.

Sociocultural System -- involving a combination of social and cultural factors.

Unsocial -- people who are ignorant of what the group expects in terms of social behavior and behave in a manner that is unacceptable to the group.

I N T R O D U C T I O N

Have you ever thought about why you interact with others the way you do, or why you have certain attitudes and feelings about people who are different from you in their behavior and attitudes? Have you ever thought about why you behave one way when you are your parents child, another way when you are your children's mother, another way when you are your husbands wife, and still another way when you are the teacher of the classroom? Your feelings, attitudes and behaviors in these particular situations or circumstances were learned through a process known as socialization or social development.

Socialization or social development is the process through which each individual develops ways of behaving that are customary and acceptable according to the standards of his family, social group and culture (society). No individual is born social or antisocial, although the need to be with people develops early in the first year of life. An individual's attitudes towards people, and social experiences, and how well he gets along with others, is primarily dependent upon the kinds of social experiences that occur during the early years of life. As children grow up they become more and more like adults. They learn from their parents and relatives what is correct and valued behavior. They imitate the behavior of their brothers, sisters and peers. They observe the behavior of other persons, both in person and on T.V. From their observations and imitations children begin to absorb ways of behaving that are acceptable to those around them. Although some unacceptable behaviors are demonstrated from time to time, children generally develop ways of behaving that are similar to those around

them. Because the people and experiences in one child's world are different from those in another child's world, children develop different ways of behaving. Socialization forces children to become part of their society and culture and to at least model most of the culturally approved ways of behaving.

Although the results of socialization differ across cultures, there seems to be four basic factors that are the core of the socialization process. These four factors are found in all cultures.

1. The need to obtain affection, acceptance and recognition from others.
2. The wish to avoid the unpleasant feelings that occur when one is rejected or punished by others.
3. The desire to be like specific people whom the child has grown to respect, admire and love.
4. The tendency to imitate others.

Do you feel that these four factors influence your behavior in any way? In what ways?

Most of us would agree that these four factors have greatly influenced our social development. They, perhaps, were the motivation behind our struggle to behave like those around us and to be accepted by them.

Learning how to become a social person primarily depends upon four factors (1) opportunities for socialization, (2) motivation to take advantage of these opportunities, (3) direction and guidance from parents, older siblings, peers and teachers in the "acceptable" ways of interacting with others, and (4) the ability to communicate effectively with others.

In order to learn to live socially with others we must have opportunites to learn to do so. Children who have been brought up in situations where there are fewer opportunities to interact with others have been found to be less mature socially than children who have had ample opportunities to be with others. Children cannot learn to interact socially with others if they spend most of their time alone. Also, children who are denied opportunities to participate socially because of prejudices against them do not learn to be as social as their peers. They sometimes develop antisocial behaviors such as fighting, acting out, crying, etc. Each year children need more opportunities to be with others their own age and different age levels of development. They also need to be with more adults of different ages and backgrounds.

The second factor in becoming a social person is motivation. A child's motivation to become social will depend upon how much pleasure and satisfaction he gains from social contacts. If the child's experiences are not enjoyable, he will tend to withdraw from social contacts.

The third factor in becoming a social person is learning the "best" or "acceptable" ways of interacting with others. This is learned from parents, older siblings, other adults, peers and teachers through direct teaching e.g., "don't hit and call people names when you're mad," and indirect teaching

e.g., observing that parents and teachers never hit and call people names when they are angry. Indirect teaching can be a powerful source of learning since children tend to do what they see when there is a difference between what they see and what they hear. Many forms of social interaction are learned by imitation. That is, observing what others do and then practicing it. If the child has good models to imitate, his social contacts will be more successful. If his models are not good models and he imitates inappropriate behavior, the child will have to learn by trial and error what the results will be. He will discover that cooperating with more playmates than quarreling or that people treat him nicer when he is quiet and not jumping around. Trial and error learning can be very painful and create problems for the child. This is why good social models and guidance from others is very important during the early years. The child will learn more quickly how to be social within his group and the end results will be better.

The fourth factor in becoming a social person is the ability to communicate effectively with others. When children are unable to communicate effectively with others, poor relationships are established which can result in frustration and anxiety for all involved. Children who have difficulty communicating with others are sometimes rejected and ignored. Children must not only be able to communicate effectively with others, they must also be able to talk about those things that are important to the other person or the group. The ability to communicate is an important aid to socialization.

Learning how to be a social person does not happen overnight. It takes time. During the time the child is learning what is acceptable behavior and what is unacceptable behavior you will notice that there are cycles of rapid improvement and sometimes even regression. This happens in most areas of child development. The kinds of experiences the child has had and his motivation will often determine how fast the child moves through the cycles of learning to be social.

Can you think of some important influence in your early years that determine some aspect of your social development?

To check your understanding of the material you just read, answer the following questions on a separate sheet of paper.

1. What is socialization or social development?
2. List four factors found in all cultures that are at the core of socialization.
3. List and explain three factors that are important in learning how to become a social person.

Check your answers by reviewing the introductory material.

FUNDAMENTAL PRINCIPLES OF SOCIAL DEVELOPMENT

As we look at how children develop social skills, we find some basic principles that influence this process. An understanding of these principles helps to better understand why children behave the way they do at different ages and stages of social development. Understanding these principles will also help you to understand why there are differences in social development in individual children.

These principles are as follows:

1. Social Development Involves Change. The human being is never static. From the moment of conception until death, the human being is undergoing changes. For example, the newborn baby is born into this world a pretty helpless being. Through the process of maturation and growth, his body undergoes many physical changes. Through observation, exploration and opportunities to interact with others, he changes from a non-social to a social being. One that is accepted and valued by his particular society. The process of social development takes place over many years, resulting in obvious changes in behavior. Recognition and understanding of the changes in social behavior gives us much knowledge about social development.

> Think about a newborn infant. How does the infant interact with others? Name some social behaviors the child will learn during the first year? The second year? The third year?

Significant changes in behavior are easily recognized. If the previous exercise were to continue up into the adult years, you would see that change is a predominate characteristics of social development. Later in the module, specific social behaviors will be listed for each of the first six years of life. This will enable you to see the specific effects of change more clearly.

2. Social development results from both maturation and learning. Although social behaviors are learned as a result of the experiences the child has, maturation must also take place in order for the child to take advantage of his experiences. For example, if a child has not physically matured so that he can effectively move about in his environment, his social contacts will probably be restricted. When a child's social contacts are restricted, his social development will probably be slowed down. Both learning and maturation are essential for social development to occur.

3. Early development is more critical than later development. Current research in all areas of development show that the early years are most critical in determining the course of development. Dr. Burton White of Harvard University after years of researching the development of children three years and under, feels that the first three years are the most critical for development. With regards to social development, he feels that the period starting at eight months and ending at three years is of primary importance in the development of a human, particulary in the area of social skills and attitudes. Psychological studies of children who have developed antisocial behavior frequently show problems in the development of social behaviors during these early years.

4. The developmental pattern is predictable. Studies of children's development show that for all types of development (social, motor, language, cognitive, etc.) there is a predictable sequence through which the development occurs. While individual children may vary in the age at which certain behaviors occur, all children follow the same pattern of development. Social development, like other areas of development, follows a pattern that can be predicted and observed.

5. The pattern of social development has predictable characteristics. Social development, like other areas of development, not only is predictable, it has some predictable characteristics. These characteristics are explained below.

a. Social development proceeds from general to specific.

Children initially interact with people in a general sort of way. The young infant responds to whomever holds him or meets his needs. Later as he develops more awareness of himself and of others, he begins to be selective or specific about who he responds to. As social behaviors continue to develop, the child develops more specific ways of interacting according to the person or situation involved.

b. Social development is continuous.

Social development, as other areas of development, is continuous from birth to death. Although it is continuous, it does not occur at an even pace. There are periods of change followed by periods where there are no observable changes in social behavior. There are also periods during which behavior seems to be going backward; regressing.

While this is frustrating to parents and teachers, it is a normal part of development and is only temporary. Although there are periods of regression in behavior from time to time, social development generally progresses forward. Since it is continuous, it is important to understand that what happens at one stage of development influences the following stage. For example, attitudes formed about self and others at one stage influences feeling about self and others at the next stage. These same feelings can also be reflected in adulthood.

6. There are individual differences in development. Although all children follow the same predictable pattern of social development, they do so in their own way and at their own rate. If you have observed young children, you have seen that all children do not reach the same point of development at the same age. You have also seen that some children develop in a more gradual fashion, while others develop in spurts. This accounts for the differences that one finds in children's behavior at any age or point in time.

7. There are social expectations for every developmental period. In every culture there are certain behaviors that people come to expect at certain ages. These are called social expectations. Social expectations develop because there are some behaviors and skills that are learned more easily and more successfully by most of the members of the culture at certain ages. Failure to develop these behaviors often leads to disapproval by the group and unhappiness for the individual. Some social expectations of the birth to six year old child are as follows:

- Learning to walk
- Learning to eat solid foods
- Learning to talk
- Learning to control the elimination of body wastes.
- Learning to relate to parents, siblings and others.
- Learning sex differences
- Developing sexual modesty
- Learning to distinguish between right and wrong
- Learning to work cooperatively in small groups, etc.

FACTORS THAT INFLUENCE SOCIAL DEVELOPMENT

It is common to hear a parent or teacher say that a particular child was born shy or born outgoing. There seems to be little evidence to substantiate this. Much evidence points to the fact that children are made shy or outgoing by the kinds of social experiences they have during the early years of development. If children's social development is shaped by the kinds of experiences they have, what then, are some of the factors that influence social development?

Family interactions. If the family members interact with each other in favorable ways, the child will learn to interact in ways that will increase his chances for favorable social experiences. Likewise, if the family members interact in ways that are unfavorable (constant bickering, hostility, etc), the chances are great that the child will develop unfavorable social behaviors and attitudes.

Socioeconomic background. A background that provides opportunities for various kinds of social experiences helps children make better social adjustments than one which because of economics limits the kind and variety of social experiences.

The type of relationships that exists between parent and child. A child who is accepted and loved by his parents tends to have a positive attitude toward himself and others which enhances his chances for favorable social experiences. A child who is rejected

or constantly ridiculed may develop a negative attitude towards himself and others. This in turn will most likely result in poor social interactions with others.

Child rearing practices. Young children who are reared in homes where there is much interaction between the parents and children, where children are encouraged to engage in activities that require intellectual curiosity, creativity and constructiveness and where there is freedom to interact socially, generally make good social adjustments. Children who are allowed to do whatever they want with almost no restrictions or guidelines generally become inactive and withdrawn in their social relationships. Children who are reared in an authoritarian manner, generally are quiet, non-resistant, well behaved and unaggressive. Curiosity and creativity are generally restricted by parental pressure.

Position in the family. Whether a child is the oldest, youngest, in the middle or an only child, affects the kind of social relationships that a child makes. There seems to be more parental expectations for conformity and "good behavior" for the oldest child. The youngest child is often indulged more, and there are often reduced parental expectations. Only children tend to be more withdrawn around other children outside the home than children who have siblings.

Relationships with peers and adults outside the home. Social experiences outside the home also play an important role in a child's social development. If a child's social experiences at home have been favorable, he will most likely enjoy social interactions outside the home. If these experiences are also favorable, the child will want to behave in a manner that will win approval and acceptance. As the child gets older his desire to be accepted by his peers will become even greater. Sometimes social attitudes learned at home are changed as a result of a child's social experiences with his peer group.

IMPORTANCE OF GOOD SOCIAL DEVELOPMENT

A child's early social experiences are very important because they can determine what sort of an adult he will become. During the early years a child can be made social, unsocial, or antisocial, as the result of the kinds of social experiences he has. It has been said by some child development experts that the period before two years of age is particularly important for the development of social skills and attitudes. Why is a good social adjustment important?

First of all, social adjustment means that an individual is successful in relating to other people and to the group or groups with which he is identified. When a person is successful in relating to others, there are more opportunities for acceptance and happiness. There seems to be a close relationship between a child's social adjustment and his happiness.

Think about the children you know who get along well with others and who are accepted by adults as well as their peers. Are these children generally happier than the children you know who do not get along well with others? Generally they are. Unhappy children usually are those who have difficulty getting along with others.

A second reason why social adjustment is important is that it helps a child develop a good self concept. If other people like him, he usually likes himself. Children who develop poor self-concepts

and who have difficulty getting along with others seriously jeopardize their adult happiness and success. Social behavior patterns and habits established early in life tend to persist into adulthood.

The child who is happy in his relationship with others, who is flexible and can relate to different groups and who feels good about himself as a person, is well on his way to becoming a successful adult. These skills are highly valued in American culture. Many opportunities for success are dependent upon an individual having these skills.

CULTURAL DIFFERENCES IN SOCIAL DEVELOPMENT

The American society is a pluralistic one; a composite of many different cultural groups. What is often described as American culture is actually middle class values and behaviors. Some of the middle class values are competition, individual achievement, the importance of money and position in the community, self-control, being responsible etc. These values are usually the ones that are stressed in our schools. But, when a society is composed of people of different cultural values and backgrounds, there can be confusion on the part of a child as to which values to accept and which social behaviors to adopt.

For example, if a child grows up in a culture where cooperation is valued and taught, he will develop cooperative ways of interacting with others. On the other hand, if a child is taught to be competitive and to value individual achievement, he will develop competitive ways of interacting with others. There can be many conflicts for children from one culture or groups when they are forced to adopt social behaviors that are different from what they have been taught.

To gain a better understanding of your own values, on a separate sheet of paper list ten behaviors that are important to you. List them in their order of importance to you. In other words, list the behavior that is important to you first. The next most important behavior second, etc.

When you have finished think about why you feel those behaviors are important. Were they learned? Who taught you those values? Do they reflect your particular culture?

The following section from a paper by Dr. Manuel Ramirez, III, describes cultural differences in child rearing practices and parental expectations. An understanding of these differences will enable you to better meet the needs of Mexican-American children in your classroom. This section was taken from a paper entitled "Determining Competencies of Teachers of Mexican-American Children: A Cognitive Styles Approach," and is included with Dr. Ramirez's permission.

DETERMINING COMPETENCIES OF TEACHERS OF MEXICAN-AMERICAN CHILDREN

A COGNITIVE STYLES APPROACH

by

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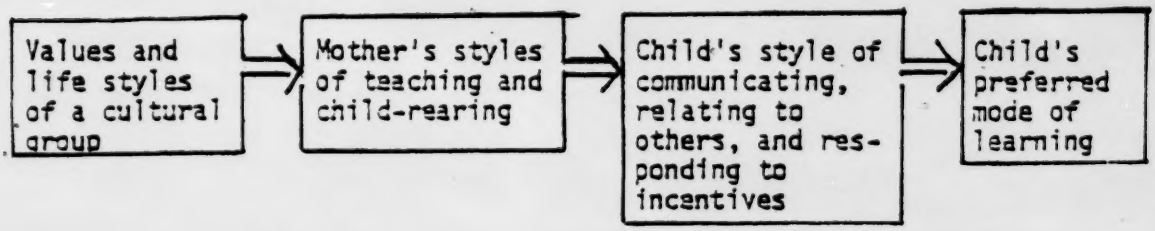
The sociocultural system of Mexican Americans differs from that of most other Americans represented in our schools. A range of variables distinguishes the Mexican-American child from his non-Mexican-American classmates. Of these variables, the relationship of values to children's behavior and performance in school demonstrates the direct effect a child's background has on the way he learns.

The values of Mexican Americans are reflected directly in the socialization or teaching styles of parents and other adults in the home and community. These teaching practices shape the development of learning, communication, incentive-motivational, and human-relational styles in children.


Values and life styles of a cultural group
Mother's styles of teaching and child-rearing
Child's style of communicating, relating to others, and responding to incentives
Child's preferred mode of learning

In general, schools have not been responsive to the psychodynamics of Mexican-American children, and have attempted to force these students to accept the sociocultural system of the school. This has resulted in value conflicts, anxiety, and failure for Mexican-American students.

Research by Lessar (1968), Cohen (1969), and also Ramirez and Castañeda (1974) has indicated that teaching strategies, learning environments, curriculum materials, and assessment instruments and practices must be made consonant with the psychodynamics of students of different cultural and linguistic groups in order to ensure the success of children from these groups. It is necessary to develop culturally democratic educational environments, environments that are consonant with the psychodynamics of students, that respect and reinforce their identification with their ethnic and/or linguistic group, and furthermore, that develop in children a mental and behavioral flexibility that helps them respond to the particular demands made of bicultural individuals by American society.

Characteristics of teachers, teaching strategies and culturally democratic educational environments

This paper focuses on one of the most important components of culturally democratic educational environments: characteristics of teachers and teaching strategies. It will review research that has attempted to identify Mexican-American parents' socialization practices, attitudes toward socialization and education, and teaching strategies. It will show how the findings of such research have led to attempts to provide means of establishing congruity between the teacher-student relationships of the school and those of the home and neighborhood. The latter part of this paper discusses recent research on cognitive styles of students, as well as efforts to encourage development of students' unfamiliar cognitive styles with a view toward achieving the goal of mental and behavioral flexibility.

Mexican-American Parents' Attitudes Toward Socialization and Education

Ramirez and Price-Williams (in preparation) administered a questionnaire reflecting socialization practices and attitudes toward socialization and education to Mexican-American and Anglo-American parents of children in several Catholic schools in Houston, Texas. The results showed differences in attitudes and socialization practices between the two groups.

Attitudes Toward Socialization and Education

	% Agreement	
	Mexican American	Anglo American
1. Parents should pass on their culture to their children.	80	56
2. Encourage children to learn language of parents, if other than English.	89	48
3. Alright for a child to learn to doubt parent's ideas.	22	34
4. Loyalty to the family should come before everything else.	89	71
5. Relatives are more important than friends.	67	31
6. A mother should shelter her child from lifes's difficulties	65	43
7' A mother should give up her own happiness for her child	64	25
8. Children should be discouraged from playing with toys not appropriate to their sex.	67	31
9. Parents should not treat their child as an equal	77	42
10. Children should not participate in adult conversation.	92	53
11. Children should not be encouraged to try hard for success.	89	79
12. It is important to work and plan for the future rather than to enjoy now.	82	37

These results seem to indicate that Mexican-American parents, more than Anglo parents, emphasize identification with the family, loyalty to the language and ethnic group, separation of the sex roles, respect for convention, respect for adults, sacrifice of personal interests for the child's welfare, and the importance of striving for success (goal orientation).

Research on Teaching Styles of Mexican-American Parents

Ramirez observed teaching styles of Mexican-American parents in both Sacramento, California, and Houston, Texas. These observations indicated that Mexican-American parents: 1) made much use of social rewards which strengthened the personal relationship between the parent and the child; 2) encouraged the child to work cooperatively with others in the family and to achieve so that the family would benefit; 3) used modelling and close guidance in teaching new tasks; 4) were extremely sensitive to the feelings and mood of the child; and 5) used endearing terms and phrases in Spanish in reinforcing the child for a task well done.

Following up on his work, Ramirez and Castañeda (1972) observed styles of Mexican-American and Anglo-American mothers with First and Second Grade children. The experimenter instructed each mother in the use of a game toy and asked the mother, in turn, to teach it to her child. A videotape was made of each mother teaching her child and used in later analysis.

The results showed that the preferred teaching style of Mexican-American mothers was modelling: e.g. "This is the way you do it. Now you do it like I did." Mexican-American mothers used this approach with both male and female children. Anglo American mothers used the modelling approach for the female children, but a "trial-and-error" approach with the male children. With the male children, the mother would give verbal instructionals for the game, and then would ask the child to try it himself.

In addition, it was noticed that Mexican-American mothers tended to give their children more encouragement and support when the child was experiencing difficulty than did the Anglo mothers.

Each mother had been asked to tell a story of their own choosing to their child at the conclusion of the game. The results from this portion of the study showed that Mexican-American mothers tended to personalize their stories (e.g. told stories from their own experience as children, or of their own parents or relatives) more than Anglo American mothers. Also, stories told by Mexican-American mothers tended to have more themes reinforcing identification with the family and achievement for the family.

In a recent study, Kagan (1974) compared the number of reinforcements given by Mexican-American and Anglo American mothers to their

children while the children performed a task. He found not only that Mexican-American mothers gave more reinforcements than the Anglo American mothers, but also that Mexican-American mothers tended to reinforce both correct and incorrect responses from the children. An analysis of non-verbal communication between the mothers and their children, and one of the verbatim reinforcements would probably enable one to distinguish between the reinforcements for correct responses and those for incorrect responses, and the results must not be construed to indicate that the child is not able to discriminate between the two. The point is that the Mexican-American mother offers more verbal support for the child's attempts.

In your observation of parents, what are some behaviors that they use for teaching their children?

Can you recall situations where your mother told you a story and personalized the story?

Write the story that you recall in a brief version.

Could you tell the story to the children in your class?

Do you personalize stories you tell your children?

SEQUENCE OF SOCIAL DEVELOPMENT

Social development like other areas of child development follows a sequence that can be observed. While age guidelines have been established, some children will go through certain stages at different ages. This is because children develop at different rates.

Understanding the sequence of social development will help you to plan experiences which will help each child further develop his particular social abilities. Study the following chart which lists social behaviors from birth to six year of age. As you study the chart think about the children in your class. Think about the kinds of expe-riences that you provide. Do they help children develop good social be-haviors.

When you have finished reading and studying the chart, listen to the audiotape, "Sequence of Social Development." Keep the chart in front of you for easy reference as you listen to the tape.

SEQUENCE OF SOCIAL DEVELOPMENT

The newborn child is not sociable, in the ordinary sense of the term. Before he becomes social, the child must go through a process called socialization. The process of socialization shapes the child's behavior so that he becomes a part of the society and culture into which he is born.

Although the child is not born sociable, the first signs of socialization can be observed during the first six weeks of life. The child will begin as early as the first week to look toward the eyes of the person holding him. Soon after, you will notice the first "smiles." These behaviors seem almost mechanical at first but they are the beginning of social interactions; that is, a response to another human being. By three months of age a true "social smile" is frequently observed. At this age babies seem to be happier than at any other age. It is no wonder than that a three to four month old baby is a delight to behold.

Research shows that by three and one-half months a baby's mother is more apt to bring about smiling than anyone else. The mother is also able to engage the baby in smiling longer than anyone else. At this age the baby begins to develop a special affection for his mother.

Soon after true social smiling begins, the baby's happiness is also reflected in his new ability to laugh. The child will give forth

hearty laughs form time to time. He will also begin responding to tickling. Prior to three and one-half months of age babies generally do not respond to tickling. Some researchers feel that babies usually do not respond to tickling prior to three and one-half months of age because they have not reached a level of social awareness of another person to cause the child to respond to tickling. We generally respond to tickling only when another person tickles us. Try tickling yourself. Have someone else tickle you. How did you respond in each situation?

During the early months of life the child is learning every day how to get a response from his primary caregiver. If the baby cries and gets a quick response from the caregiver he will get used to that kind of a response. If he is left to cry for long periods before a response is given, he will get used to that. Babies are remarkably adaptable. But Dr. Burton White, a leading child development researcher believes that these early months of life are very important to the social development of the child. He has found that one fundamental skill that is a sign of good social development in three to six year old children is the ability to get and hold the attention of another person, particularly of an adult. He believes that the roots of that skill may very well lie in these earliest interactions between a baby and his primary caregiver.

Somewhere around seven or eight months of age the baby begins to be irritable and less outgoing. He begins to discriminate between familiar people and unfamiliar people. He may even begin to cry when people who are familiar approach him if the child doesn't see them every day. The child's irritable disposition at this time is probably a result of discomfort due to the pending eruption of teeth. Teething can be very uncomfortable. You may also observe that the child will cry when he is put down or left alone.

Although the child may be shy and anxious with strangers at this time, his friendliness and affection will contine toward the primary caregiver and others he sees everyday. He will repeat vocalizations and activity when laughed out. He will reward you with kisses, hugs and smiles. Social games such as peek-a-boo and pat-a-cake will delight the child.

Between one and two years of age the child will continue playing social games like those just mentioned. He will even begin to imitate them. You will notice that the child engages frequently in staring at people and objects. This seems to be an important way of getting information about people and things at this age. The one to two year old continues to show an increased interest in his mother or primary caregiver. He also continues to show anxiety and shyness around non-familiar members but begins to gain the attention of adults who are familiar. He uses them as sources of information and help more and more. You will

notice more interaction between the child and his brothers and sisters.

One behavior of this age that causes much frustation and anger for some parents and teachers is the child's resistance to suggestions. The negative behavior that one sees at this age is the result of the child's growing awareness that he is a person and that he can do things by himself. While the child may use his new found awareness in inappropriate ways at times, this step in development is necessary for the child's development of social skills and self-help skills. Patience and constructive guidance helps both parents and teachers to cope with this behavior.

The two to three year old shows an increased interest in other children. He will play near them but not actively with them. This is called parallel play. The two year old chooses toys and plays with them independently although his attention span is very short. He will frequently move from one activity to another. He continues to get and hold the attention of others and begins to understand taking turns. You will notice that the child imitates home and family activities while playing and that he shows pride in his personal achievements.

The three to four year old is much more sociable. He begins to follow his peers during play and to lead them at times. He is able to express affection as well as annoyance to his peers. If the child's culture emphasises competition you will observe some competitive behavior.

The three to four year old has difficulty handling frustration. He sometimes shows his frustration by hitting, pushing, crying, biting, etc. There will still be some resistance to adult intervention but will see more role play and makebelieve play during his activities.

The four to five year old plays more cooperatively with small groups of children. He continues to engage in roleplay and makebelieve activities. Quarreling and fighting with peers and siblings will occur from time to time. This can be annoying to adults but it is an important stage in social development. The child is learning how to get along with others, what he can do and still be accepted by his peers, what behavior parents, teachers, and other adults will accept etc. Again, patience and constructive guidance is necessary from adults. The four to five year old tends to brag and boast about his abilities and sometimes attempts to be independent beyond his abilities. Although he wants to be independent you will notice that the four to five year old begins to seek more adult approval and that there is less negativism than at earlier ages.

By five to six years of age, the child usually plays well with small groups of children. If a child consistently has difficulty getting along with others at this age, careful observations should be made to determine why. The well developing five year old usually handles frustration more acceptably, engages in less bragging and boasting, and generally appears more secure with himself. He assists with household

tasks and wants adult approval. You will also see more protective and kind behaviors extended to younger brother and sisters. The well functioning six year old is a well put together human being. He is capable of getting and holding the attention of adults, using adults as resources when tasks are too difficult, expressing affection and moderate annoyance to adults, leading and following peers, expressing affection and mild annoyance to peers, competing with peers, showing pride in personal accomplishment and engaging in role play or make-believe play using mother, father and television characters as models.

As a teacher of young children you play a significant role in the social development of each child in your class. While the roots of social development begin in the home, classroom experiences can determine the direction that it takes. The atmosphere in your class, your interactions with each child and the kinds of interactions that occur between the adults in your class all affect the social development of each child in either a positive or a negative way.

Observe a classroom of two year olds, three year olds, four year olds, and five year olds. (If classes of all of these age groups are not available, observe in those that are available.) Write down specific social behaviors of the children in each class. Compare your notes with the sequence of social development.

E R R A T A

Page 43 Guidelines for Using the Skills Checklist

Add: after first paragraph:

Each checklist is coded to indicate levels of performance of children's chronological ages 0 - 5.0 years of age. This will enable you to determine an appropriate beginning point when administering the checklist. It is not necessary to administer the items below a child's level of performance. The checklist begins at 0 years of age to accomodate teachers who have severely handicapped children in their classroom. The coding level of performance by chronological age is as follows:

Level I is for children 0 - 3.0

Level II is for children 3.0 - 4.0

Level III is for children 4.0 - 5.0

GUIDELINES FOR USING SKILLS CHECKLIST

The following checklist has been designed to help you identify where children are in the development of some specific skills. The cover page has space for identifying information and directions for coding as you administer the checklist. Since you will be checking each child's development, there is space at the top of the checklist for each child's name in your classroom.

Some important guides for administering the checklist are:

1. Observe and record each item on the checklist as you work with children individually, in a small group or in a large group as appropriate to the task being observed.
2. Divide up responsibility for observing and recording items on the checklist so that the teacher and teacher aide do not duplicate the observation and recording of the same items.
3. Identify and plan activities for those items on the checklist that require a formal situation in order for the task to be effectively observed, e.g., pointing to an object that matches a sound heard.
4. Identify those tasks on the checklist that can be observed and recorded informally throughout the day as children participate in various activities. Record the children's performance of those tasks as you observe them.
5. Use this checklist throughout the year to monitor each child's progress. Checking children's development is an on-going process.
6. Use the information acquired through the administration of the checklist to plan individual and group learning experiences for the children in your classroom. (See "Planning Effectively for Young Children in a Bilingual-Multicultural Environment," Module III.)

SOCIAL SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child does the task most of the time

\- If the child does the task some of the time

0 If the child rarely does the task

* Adapted from draft developed by Yolanda R. Molina

P O S T - T E S T

1. Define the term social development.

2. Explain why an understanding of how children develop social skills is important to a teacher.

3. Explain how children develop social skills.

4. Administer the social skills checklist to at least eight children.

5. Explain how you would use the information obtained from the social skills checklist.

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